









**Grade 5 JCPS Math: Weeks 13-18 November 12- January 11
2012-2013**

Standards		Lessons	Teacher Notes								
Standards marked with Red Keys are priority standards.											
<div></div> <p>5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{(ad+bc)}{bd}$.)</p> <p>Learning Target: I can add and subtract fractions (including mixed numbers) with unlike denominators by finding equivalent fractions with like denominators.</p>	<div> </div>	<p><i>To address KCAS, the following should be included in instruction</i></p> <p>Math Investigations: Unit 4</p> <ul style="list-style-type: none">3.1-3.10 <p>Ten Minute Math: ✓ Estimation and Number Sense</p> <p>Unit 9</p> <ul style="list-style-type: none">1.5A-1.6A	<p>Unit 4: Multiple days have been allotted to teach each lesson in this unit.</p>								
<div></div> <p>5.NF.2 - Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$, by observing that $\frac{3}{7} < \frac{1}{2}$.</p> <p>Learning Target: can use my strategies to solve word problems involving addition and subtraction of fractions. I can use benchmark fractions and number sense of fractions to mentally estimate and assess the reasonableness of my answers.</p>	<div> </div>	<p>Ten Minute Math: ✓ Estimation and Number Sense</p> <p><u>GAP LESSONS</u></p> <p><u>Vocabulary</u></p> <p>fraction, denominator, numerator, mixed number, equivalent, reasonableness, visual fraction models, benchmark fractions, estimate, reasonableness, line plot, data set</p> <p>http://www.amathsdictionaryforkids.com/</p>	<p>KCAS Note 5.NF.2: Students need to understand that the fractions are referring to the same whole, including those with unlike denominators. Strategies need to include visual fraction models that represent equations of a problem.</p>								
<p>5.MD.2- Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</p> <p>Learning Targets: I can make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). I can use operations to solve problems involving information presented in line plots which use fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$).</p>	<div> </div>	<p>http://www.amathsdictionaryforkids.com/</p> <table><tr><th colspan="2">Formative assessment opportunities</th></tr><tr><td>5.NF.1</td><td></td></tr><tr><td>5.NF.2</td><td></td></tr><tr><td>5.MD.2</td><td></td></tr></table>	Formative assessment opportunities		5.NF.1		5.NF.2		5.MD.2		
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